



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

3738 N. 16th Street, Phoenix, AZ 85016

Phoenix Advantage Charter School, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05	Performing Plus
2003-04	Performing
2002-03	Underperforming

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Mary Frances Haluska
 Schedule : 08:00 AM to 04:00 PM
 Grades : K-8
 2005 Enrollment : 900
 Web Address : phoenixadvantage.org
 Phone Number : (602) 263-8777
 Fax Number : (602) 263-8822
 E-mail : mhaluska@phoenixadvantage.org

Mission

The Phoenix Advantage Charter School was founded on the simple convictions that a first-rate education is the birthright of every individual, that all children can learn, and that every child should be challenged to reach his or her full potential.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05	Not Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status (b)

2004-05	Restructure(Plan)
2003-04	Corrective Action
2002-03	Year 2

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü To provide students with a solid foundation on which to build future success by teaching sophisticated strategies in reading, arithmetic, language and other basic skill areas through differentiated curriculum instruction and teaching methodology.
- ü To set high expectations, provide individualized monitoring and offer a strong academic foundation that assists students in attaining ambitious goals for achievement.

Enrollment

October 1, 2004 School Year Student Enrollment : 899
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 900

Instructional Programs

- ü Open Court Reading
- ü Saxon Math
- ü Structured Immersion
- ü Title I Reading/Math
- ü Mosaica's Own Paragon Curriculum
- ü Prentice Hall
- ü Full Day Kindergarten
- ü A+

Calendar Information

Number of Instruction Days :	200
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	6/9/2006

Shared Responsibilities

School

The school maintains an open door policy. Parents are encouraged to visit and informal conferences may be scheduled at any time. Two formal conferences are scheduled during the year. Parents will receive monthly newsletters and weekly bulletins.

Parents

Parents are responsible for their children attending school regularly, on time and dressed in proper uniform. Special events are held throughout the year. Parents can volunteer as chaperones or help in fundraising. Parent involvement is crucial.

Transportation Policy

No busing is provided within a mile of the school. There is a transportation policy in effect.

There are students who walk to school.

Students are also transported by family members.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Attendance Awards/Recognition	2005
ü High-Five Behavior Awards	2005
ü Presidential Awards for Achievement	2005
ü Presidential Awards for Improvement	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	79306	100	100	99	427	427	445	13	13	10	25	25	18	57	57	51	5	5	20
All Students (Prior Year)	104	104	75509	100	100	100	501	501	521	22	22	13	22	22	23	34	34	33	22	22	31
Female	52	52	38691	100	100	99	428	428	446	13	13	10	21	21	18	65	65	52	2	2	20
Male	36	36	40583	95	100	99	425	425	445	14	14	11	31	31	18	46	46	50	9	9	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	73	73	32869	99	100	99	425	425	429	13	13	15	27	27	25	54	54	51	6	6	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	81	81	69060	99	100	98	428	428	454	11	11	7	25	25	17	59	59	54	5	5	22
Limited English Proficient Students	39	39	15509	95	98	100	418	418	406	14	14	20	33	33	30	50	50	45	2	2	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	74	74	39415	95	97	96	426	426	431	14	14	15	25	25	25	55	55	50	6	6	10
Non-Economically Disadvantaged	14	14	39966	100	100	100	434	434	459	8	8	6	25	25	12	67	67	52	0	0	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	88	79395	100	0	99	428	428	446	11	11	9	42	42	25	43	43	55	4	4	11
All Students (Prior Year)	104	104	75492	100	100	100	505	505	519	24	24	12	22	22	16	41	41	47	12	12	24
Female	52	52	38743	100	0	100	434	434	451	4	4	7	42	42	24	54	54	57	0	0	12
Male	36	36	40618	95	0	99	419	419	440	20	20	11	43	43	27	29	29	53	9	9	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	73	73	32915	99	0	99	425	425	426	10	10	15	47	47	35	40	40	47	3	3	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	81	81	69139	99	0	99	429	429	454	9	9	7	42	42	24	46	46	58	3	3	11
Limited English Proficient Students	39	39	15545	95	0	100	413	413	399	10	10	21	57	57	42	33	33	35	0	0	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	74	74	39484	95	0	96	423	423	429	13	13	14	45	45	35	39	39	47	3	3	4
Non-Economically Disadvantaged	14	14	39986	100	0	100	454	454	461	0	0	4	25	25	16	67	67	63	8	8	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	72	72	78869	83	85	99	413	413	442	10	10	6	25	25	21	61	61	63	3	3	10
All Students (Prior Year)	102	102	75053	99	99	99	565	565	597	10	10	7	10	10	12	78	78	72	3	3	9
Female	45	45	38536	92	92	99	437	437	458	5	5	4	20	20	15	71	71	67	5	5	14
Male	27	27	40302	71	75	99	374	374	428	19	19	8	35	35	26	46	46	60	0	0	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	59	59	32606	80	82	98	416	416	426	9	9	8	25	25	27	63	63	60	4	4	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	66	66	68697	80	83	98	419	419	454	8	8	4	25	25	18	64	64	67	3	3	11
Limited English Proficient Students	28	28	15339	68	70	100	399	399	399	13	13	11	23	23	31	63	63	54	0	0	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	60	60	39106	77	79	95	414	414	427	9	9	8	26	26	28	63	63	59	2	2	5
Non-Economically Disadvantaged	12	12	39837	100	100	100	404	404	457	20	20	4	20	20	14	50	50	67	10	10	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	78906	99	100	99	486	486	498	29	29	13	18	18	19	40	40	48	13	13	20
All Students (Prior Year)	97	97	76019	100	100	100	470	470	499	26	26	14	50	50	39	11	11	14	13	13	33
Female	48	48	38644	100	100	99	488	488	500	23	23	12	21	21	19	47	47	49	9	9	19
Male	52	52	40236	93	95	99	487	487	497	33	33	15	14	14	19	35	35	46	18	18	20
African American	NC	NC	4087	NC	NC	99	NC	NC	481	NC	NC	20	NC	NC	24	NC	NC	45	NC	NC	11
Hispanic	85	85	31938	100	100	99	487	487	481	28	28	19	18	18	25	41	41	46	14	14	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	94	94	68310	97	97	98	485	485	509	29	29	9	18	18	18	41	41	51	12	12	22
Limited English Proficient Students	50	50	12573	100	100	100	462	462	454	42	42	27	23	23	30	32	32	38	4	4	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	84	84	38679	93	93	96	481	481	483	29	29	20	18	18	25	43	43	45	10	10	10
Non-Economically Disadvantaged	19	19	40295	100	100	100	517	517	513	27	27	7	13	13	13	27	27	50	33	33	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	78908	99	0	99	474	474	484	18	18	10	28	28	23	51	51	58	4	4	9
All Students (Prior Year)	98	98	76020	100	100	100	493	493	503	41	41	25	17	17	23	39	39	40	3	3	12
Female	48	48	38648	100	0	99	478	478	489	15	15	8	26	26	22	55	55	61	4	4	10
Male	52	52	40233	93	0	99	471	471	479	20	20	12	29	29	25	47	47	55	4	4	8
African American	NC	NC	4092	NC	NC	99	NC	NC	473	NC	NC	12	NC	NC	28	NC	NC	54	NC	NC	5
Hispanic	85	85	31940	100	0	99	473	473	465	19	19	16	25	25	32	54	54	49	3	3	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	94	94	68312	97	0	98	473	473	493	18	18	7	29	29	21	51	51	62	2	2	10
Limited English Proficient Students	50	50	12556	100	0	100	454	454	436	26	26	24	34	34	40	40	40	35	0	0	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	84	84	38662	93	0	96	469	469	468	21	21	16	26	26	32	52	52	49	1	1	3
Non-Economically Disadvantaged	19	19	40315	100	0	100	500	500	498	0	0	5	40	40	15	40	40	66	20	20	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	103	103	78750	99	100	99	497	497	500	8	8	6	32	32	29	55	55	63	5	5	2
All Students (Prior Year)	98	98	75673	100	100	100	515	515	530	11	11	12	25	25	25	61	61	58	4	4	4
Female	48	48	38586	100	100	99	511	511	515	6	6	4	21	21	22	66	66	71	6	6	3
Male	52	52	40135	93	95	99	489	489	486	8	8	8	43	43	35	45	45	56	4	4	1
African American	NC	NC	4081	NC	NC	99	NC	NC	488	NC	NC	8	NC	NC	32	NC	NC	59	NC	NC	2
Hispanic	85	85	31841	100	100	99	499	499	483	8	8	8	30	30	36	56	56	55	6	6	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	94	94	68196	97	97	98	500	500	513	8	8	3	33	33	25	53	53	69	6	6	3
Limited English Proficient Students	50	50	12504	100	100	100	478	478	451	11	11	12	38	38	44	51	51	43	0	0	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	84	84	38558	93	93	96	496	496	485	7	7	8	33	33	37	56	56	54	4	4	1
Non-Economically Disadvantaged	19	19	40260	100	100	100	506	506	514	13	13	3	27	27	21	47	47	72	13	13	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	78250	99	100	99	538	538	548	29	29	21	22	22	18	40	40	48	9	9	13
All Students (Prior Year)	69	69	75001	99	99	99	430	430	468	68	68	37	26	26	36	5	5	16	0	0	10
Female	31	31	38071	100	100	99	534	534	549	30	30	20	19	19	19	48	48	49	4	4	12
Male	44	44	40126	96	98	99	541	541	547	29	29	23	24	24	17	34	34	46	13	13	14
African American	NC	NC	4058	NC	NC	99	NC	NC	523	NC	NC	32	NC	NC	22	NC	NC	41	NC	NC	5
Hispanic	61	61	29129	100	100	99	536	536	527	30	30	32	25	25	23	36	36	40	9	9	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	NC	NC	4996	NC	NC	100	NC	NC	518	NC	NC	36	NC	NC	25	NC	NC	36	NC	NC	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	73	73	68996	99	100	99	541	541	561	27	27	16	22	22	18	41	41	52	10	10	14
Limited English Proficient Students	14	14	10133	100	100	100	510	510	488	50	50	45	29	29	25	14	14	28	7	7	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	57	57	33388	88	89	94	535	535	530	31	31	32	22	22	22	39	39	40	8	8	5
Non-Economically Disadvantaged	18	18	44937	100	100	100	551	551	561	21	21	13	21	21	15	43	43	54	14	14	18

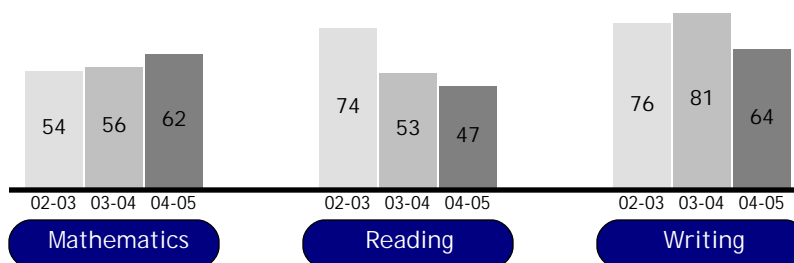
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	78302	99	0	99	505	505	512	18	18	11	31	31	25	46	46	57	5	5	7
All Students (Prior Year)	70	70	74918	100	100	99	471	471	497	54	54	32	28	28	19	12	12	35	5	5	15
Female	31	31	38082	100	0	99	503	503	518	22	22	8	26	26	24	48	48	61	4	4	7
Male	44	44	40166	96	0	99	506	506	507	16	16	14	34	34	26	45	45	54	5	5	6
African American	NC	NC	4064	NC	NC	100	NC	NC	498	NC	NC	14	NC	NC	29	NC	NC	54	NC	NC	3
Hispanic	61	61	29152	100	0	99	501	501	492	21	21	17	30	30	34	45	45	46	4	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	NC	NC	4993	NC	NC	100	NC	NC	484	NC	NC	19	NC	NC	38	NC	NC	42	NC	NC	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	73	73	69024	99	0	99	507	507	524	17	17	7	30	30	23	48	48	62	5	5	7
Limited English Proficient Students	14	14	10140	100	0	100	473	473	451	29	29	28	57	57	43	14	14	29	0	0	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	57	57	33398	88	0	94	503	503	495	18	18	18	33	33	35	43	43	46	6	6	2
Non-Economically Disadvantaged	18	18	44979	100	0	100	512	512	525	21	21	6	21	21	18	57	57	66	0	0	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	75	78094	99	100	99	544	544	545	2	2	3	28	28	18	71	71	77	0	0	2
All Students (Prior Year)	70	70	74503	100	100	99	455	455	491	9	9	9	58	58	32	32	32	51	2	2	8
Female	31	31	38025	100	100	99	561	561	558	0	0	2	19	19	13	81	81	82	0	0	2
Male	44	44	40013	96	98	99	532	532	534	3	3	5	34	34	23	63	63	71	0	0	1
African American	NC	NC	4037	NC	NC	99	NC	NC	532	NC	NC	4	NC	NC	22	NC	NC	73	NC	NC	1
Hispanic	61	61	29068	100	100	99	543	543	523	2	2	5	26	26	27	72	72	67	0	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	NC	NC	4981	NC	NC	100	NC	NC	526	NC	NC	4	NC	NC	25	NC	NC	70	NC	NC	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	73	73	68892	99	100	98	548	548	559	2	2	2	25	25	14	73	73	82	0	0	2
Limited English Proficient Students	14	14	10084	100	100	100	501	501	474	7	7	10	50	50	39	43	43	50	0	0	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	57	57	33296	88	89	94	543	543	527	2	2	5	27	27	27	71	71	67	0	0	0
Non-Economically Disadvantaged	18	18	44871	100	100	100	547	547	559	0	0	2	29	29	12	71	71	84	0	0	3

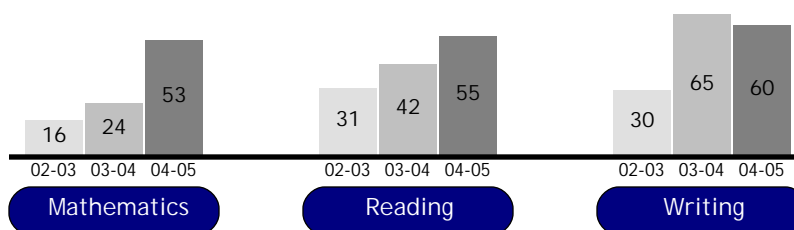
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

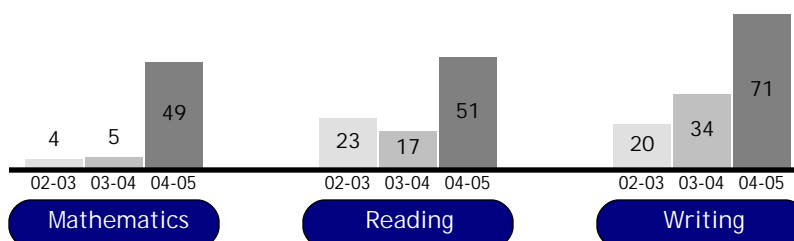
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	28	28	50	91	47	NA	58	95	26	26	47
	Language	98	15	15	43	97	36	36	50	95	21	21	47
	Mathematics	100	21	21	57	99	41	41	64	96	31	31	50
3	Reading	96	31	31	47	95	42	NA	55	100	34	34	44
	Language	99	41	41	54	97	56	56	61	100	34	34	44
	Mathematics	98	33	33	54	97	52	52	61	100	42	42	51
4	Reading	91	32	32	52	97	51	NA	56	99	36	36	48
	Language	100	31	31	48	98	48	48	52	99	38	38	49
	Mathematics	100	31	31	57	98	59	59	61	99	45	45	53
5	Reading	97	27	27	50	97	43	NA	55	99	44	44	50
	Language	100	28	28	46	100	40	40	49	99	43	43	50
	Mathematics	99	33	33	57	100	44	44	63	99	42	42	49
6	Reading	91	28	28	53	100	38	NA	56	100	42	42	51
	Language	98	23	23	45	100	28	28	48	100	42	42	47
	Mathematics	98	36	36	62	100	49	49	66	100	40	40	52
7	Reading	99	25	25	51	98	36	NA	54	99	45	45	50
	Language	100	29	29	54	99	41	41	58	99	41	41	52
	Mathematics	99	35	35	58	100	56	56	62	99	38	38	50
8	Reading	99	25	25	53	96	43	NA	55	99	44	44	51
	Language	97	19	19	49	96	34	34	52	99	44	44	50
	Mathematics	100	32	32	58	96	51	51	61	99	50	50	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Phoenix Advantage Charter School

School Site Council

Council Composition

5 School Administrator(s)
 0 Non-certified Employee(s)
 4 Teacher(s)
 0 Parent(s)
 0 Community Member(s)
 0 Student(s)

Council Duties

Ü Instructional Programs/Strategies
 Ü School Safety Issues
 Ü Student Performance
 Ü School Accountability
 Ü School Improvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	42.00
Other Professional Staff	5.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	23	1	0	0
4 to 6 years	10	3	0	0
7 to 9 years	4	0	0	0
10 or more years	1	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

Ü Library
 Ü Art
 Ü media/computer center
 Ü Music Room

Extracurricular Activities

Ü Student Council
 Ü Chorus
 Ü After School Tutoring
 Ü Before/After School Day Care
 Ü Yearbook
 Ü Art Club
 Ü Athletics
 Ü Cheerleading

Social Services

Ü Parent Teacher Organization
 Ü Phoenix Suns Partnership
 Ü Arizona Diamondbacks Partnership
 Ü Adapt - A- Raptor Program

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The school implemented successfully its full curriculum and provided a safe environment that included character education, a uniform policy and zero-tolerance for drugs and violence. Broad academic goals were achieved in all grades.
- ü Students benefited from clear academic standards. Student progress was accurately monitored and assessed. Mid-quarter progress reports are sent home to parents.
- ü Teachers tutored students after school. Parents were also invited to participate in the program to help them learn how to assist their child with school work.
- ü Local organizations, such as Arizona State University, participated with our small learning communities enhancing our educational program. Students also participated in programs like the Eisenhower Youth Ambassador Program.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Transfers Out Rates ⁵	12	12	12	17
Transfers In Rate ⁶	15	28	28	37
Stability Rate ⁷	87	87	87	82
Promotion Rate ⁸	96	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Effective instruction requires an orderly environment focused on learning. Our school has a zero-tolerance drug policy. Our Code of Civility clearly defines expectations and school discipline policies, focusing on ten character virtues.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

9

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mary Haluska	(602) 263-8777
Transportation Policy	Cindy LePert	(602) 263-8777
Community Resources	Norma Tena	(602) 263-8777
School Nutrition Programs	Michael LePert	(602) 263-8777
Parent Organization	Elaine Cooper	(602) 263-8777
Student Health/Nurse	Elaine Cooper	(602) 263-8777

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.